

BIENNIAL REPORT

of the

IDAHO STATE SCHOOL
FOR THE DEAF AND
THE BLIND

for the

Biennium 1952-1954



Gooding, Idaho

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Personnel, July, 1952

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Dena Hill	Katherine Porter
Page Bird, B.S.	Emma Johnson (Part Time)
Mae Snively	Pauline Nelson

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Haruo Morita, Shoe Repairing and Leathercraft	Myrtle P. Turner, Cosmetology
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Report of the Superintendent

To the State Board of Education:

I hereby present for your consideration the twenty-fourth Biennial Report of the Idaho School for the Deaf and Blind for the period ending July 1, 1954.

During the biennium covered by this report, we requested no appropriation for major building structures. We did, however, accomplish a great deal in material plant improvements. The roofs of all metal roofed buildings were painted and considerable interior decorating was undertaken. Floor covering brightened the main corridor of the Administration Building and the Children's Dining Room that had been very drab and forbidding. Carefully designed, semi-circular cement steps were constructed to improve the approaches to the Administration Building and the School Building—a sadly needed improvement. Wrought iron railings enhance these entrance steps and secure the blind children against accidents.

A new oiled drive at the south entrance changed the direction of our stream of traffic for all purposes to the less congested areas of the campus. A parking area fans out the space that makes an adequate convenient car port. The City of Gooding renews the paint on the parking lines each year and an attractive fence screens off the campus and shrubbery.

A loafing shed for our dairy herd, too long poorly located, was moved near the feed lot and substantial cement footings were poured for security measures. It does provide sunny loafing quarters for our valuable registered Holstein herd. Incidentally, we have received from the Holstein-Freisian Association, numerous citations of individual cows for exceptional high production during periods under test.

Last year the Idaho School for the Deaf and Blind received the signal honor of having had the greatest number of college students per capita at Gallaudet College of any other school in the United States. A more detailed report of the records of our students there is given elsewhere in this report.

During the past few years the enrollment in our Department for the Blind has doubled. Inasmuch as our efforts have been expended in recent years on sight conservation, we have purchased a great many attractive volumes of sight-saving texts as well as sight-saving desks to aid students of low vision while studying under the most favorable conditions possible.

We feel that we have been most fortunate in being able to attract and hold an unusual corps of technically trained, experienced personnel. We can feel justly proud of their accomplishments in preparing these children to meet life courageously, with fitting behavior patterns that will make them acceptable in a normal world.



Weaving—Advanced Deaf



Fine Art—Advanced Deaf



Linotyping—Advanced Deaf



Cosmetology—Advanced Girls



Domestic Science



Weaving—Sight Saving and Sightless Students

Infirmary Report

We are emphasizing a good health training program as prevention of illnesses.

All newly enrolled students were given complete physical examinations by local physicians.

Blind students and children in the Department for the Deaf with visual difficulties were examined by Dr. Wallace Bond of Twin Falls, Idaho, who contributes his services free of charge. Where indicated, glasses were prescribed and Dr. Bond is always most helpful in providing glasses at minimum cost.

Dental examinations and care as needed were done by Dr. Potter of Shoshone, Idaho, and the Gooding dentists.

Parents were always informed of their child's condition in case of illness. A letter was written daily when the child was in the Infirmary.

All children were weighed monthly and their height was measured at the beginning and end of the school year. Daily multiple vitamin capsules were given to each child with special supplement to undernourished children. During the two years a daily clinic was open after each meal for children with minor illnesses or injuries. Also, the oral vaccine program for cold prevention was carried out with good results.

New students not previously immunized were given series of vaccines against Diphtheria, Whooping Cough, Tetanus and Smallpox vaccinations. Booster immunizations were given to returning students.

Intradermal Tuberculosis tests were done with x-ray follow-ups on children with positive reactions. These were given by the Idaho State Public Health Department. All x-rays were reported negative for any active Tuberculosis.

Influenza vaccine was given in the year 1952-1953.

Children who were previously seen through the Crippled Children's Clinic were seen on a follow-up basis. There were several fractures among the students, but all of them recovered satisfactorily.

Diabetic supervision was given to one student who required daily insulin and who returned this year.

Infirmary Record, 1952-54

Illness	Infirmary Days
Gastro Intestinal Upset	78
Epistaxis	2
Conjunctivitis	9
Dysmenorrhea	20
Reaction to Immunization	4
Upper Respiratory Diseases	198
Otitis Media	116
Infectious Mononucleoses	30
Observation	24
Influenza	9
Throat Infection	88

Appendicitis	8
Abscessed Tooth	4
Severe Headache	7
Tonsillitis	64
Bone Fractures	16
Diarrhea	7
Chicken Pox	11
Infected Athletes' Foot	3
Ulcerative Stomatitis	2
Sprain	24
Rheumatic Fever	5
Pneumonia	3
Dermatitis	1
Scabies	14
Infected Finger	4
Erythema Nodulosa	6
Burns	1
Severe Laceration	6
Severe Sunburn	2
Emotional Difficulties	3
Measles (German)	52
Clorea	2
Dislocated Bone	3
Diabetes	3
Constipation	2
Red Measles	8
Post Appendectomy	3
Cervical Lymphadenopathy	2
Tonsillectomy	7
Furuncle	10
<hr/>	
Total Infirmary Days	861

ADA L. HUYSER, R.N.

Department of the Blind and Sight Saving

Upper School

In the Upper School, the Idaho Course of Study is adhered to strictly, both in the Junior High and in the High School courses. It has been customary, although it is not required, that the pupils of the Eighth Grade take the State examinations. The results have been good, and it furnishes a check on the standing of the group in comparison with the students in the public schools, at the same grade level. The program is greatly enriched, however, by extracurricular activities which include Typing, Physical Education, Declamation, Dramatic Arts, Crafts, Music, and Cultural Training.

We have entered into the community life of our town whenever possible. Last year we attended a meeting of the City Council. The students have a club, which meets for an hour each Friday. They elect their own officers and conduct their own affairs. Programs are planned for the year, the instructor acting merely as a guide, and these

programs are varied and include trips to points of interest in the autumn and spring, social meetings, where canasta and other games are enjoyed, an annual Opera Tea on Saturday afternoon at the home of the instructor, when we listen to the Metropolitan Opera program, the yearly golf picnic and the swim at Banbury's Natatorium in May. We have visited the Snake River Pottery, Craters of the Moon, and this fall we had our first overnight excursion. Dr. Driegs took us to Alturas Lake, where we spent the night at the L.D.S. Summer Camp and the following day at his ranch in the Stanley Basin. It was a never-to-be-forgotten experience for the Blind and Sight-Saving students.

Glenn Gribble, Harpster, Idaho, who was graduated two years ago and attended the Radio School of Engineering at Omaha, Nebraska for a year, now has his own radio repair shop at Grangeville, Idaho, and is doing well with his business.

Dennis Hall finished high school last May and attended Rexburg College during the summer session. He plans to continue his education.

Our Senior girl, Vivian Still, Sandpoint, Idaho, is taking a class in Speech and Drama at the Gooding High School in addition to her regular courses at the I.S.D.B. It is an enjoyable and broadening experience.

Our pupils attend churches in town, each following the choice of his or her parents.

This is a political year in Idaho and already the boys are busy constructing a booth, where we shall hold our own election. The experience is educational and, of course, great fun.

The amount of Sight-Saving material available is growing as is our Sight-Saving Department. This material is a necessity for students who cannot read ordinary print, and yet have usable vision.

Our aim is to develop physical and intellectual independence in our students and to fit them to become happy, well adjusted citizens in the seeing world.

PAGE BIRD, Instructor.

Primary Department for the Blind and Sight Saving

The Primary Department for the Blind includes the first six grades. In our academic work we follow the Idaho Course of Study as closely as texts will permit. We continue our Special Classes for the slower children. These children, who because of limited ability, or late entrance to school, have been unable to be graded according to the usual standards. With these children much individual work is given and the child progresses at his own speed.

Our Sight-Saving Department has proven successful. The enrollment has increased until two full-time teachers have been added. The rooms are equipped with new ten-twenty blond desks. Incandescent lighting has been installed and translucent buff shades have been

put on the windows. New Sight-Saving books with corresponding Braille texts have been added also.

Beginning with the fourth grade, the work is so adjusted that the Sight-Saving students and Braille students attend the same classes.

We vary our radio broadcasts from time to time. A favorite, we called, "The Cascade of the Stars." In the broadcast, we combined the music with readings, little plays, and dramatizations. This group furnished programs for the different churches and clubs down town. On several occasions we went to neighboring towns.

The English Pen Pal Classes continued exchange letters with students from other schools, including Holland, Scotland, England, British occupied Germany, and Ecuador, South America. The letters, booklets, and pictures we received in answer to these have been most educational.

"All work and no play makes Jack a dull boy." Hence, we pause occasionally from the hum drum of the school room for outside activities, such as horseback riding, sleighing, trips to the park for picnics, and swimming.

Again I say, "In all we do, in work or play, our outstanding aim is to train the blind child to live and work in a seeing world, and every day's work is planned so that we give the most and the best we have in us in an effort to accomplish this aim."

DENA HILL, Instructor.

Hearing Aids and Speech

In this school we have many degrees of deafness. Some children have never heard at all, some have heard sounds but not speech, some have remembered speech and some are hard-of-hearing to a greater or lesser degree.

A group hearing aid (multiple hearing aid) can be used in speech work with benefit to all except some of the profoundly deaf pupils with 95 per cent to 100 per cent loss in the speech range, but even these pupils enjoy music brought to them on records via the hearing aid.

In my speech classes in the Advanced Department, the aid is used to improve voice placement, tone quality and inflection, fluency and rhythm, and pronunciation and accent.

If a pupil has any usable hearing, a group hearing aid, much more powerful than a personal aid, will improve all of the above characteristics. At the same time it helps to teach the pupil what he is hearing and paves the way for the use of a personal hearing aid if his residual hearing is sufficient to warrant that investment.

The hearing aid in this department is obsolescent, as we are no longer able to obtain head-sets or replacement parts for it. There is a great need for a new instrument so that our pupils may reap the benefit of scientific progress in better enunciation, more pleasant voices and more fluent speech, so that their soundless world need not be so profoundly silent.

LOYCE L. MELTON, Instructor.

Advanced Education of the Deaf

One of the foremost aims of the teaching staff of the Department for the Deaf at the Idaho School for the Deaf and Blind is to specially prepare a majority of our pupils for higher education at Gallaudet College, Washington, D.C. This so-named college is the only one of its kind in the world that is maintained exclusively for the deaf.

In the fall of 1953, Dr. Leonard M. Elstad, President of Gallaudet College, wrote Dr. Burton W. Driggs, Superintendent of our school, informing him that Idaho had the largest representation based on school population of any state. In other words, Idaho has one student in Gallaudet for every ten in the Idaho State School for the Deaf and Blind. To make an illustrative comparison, Minnesota is second with one college student for every eighteen of the school population.

Idaho students now enrolled at Gallaudet are Larry Obray, Pocatello; Ronald Jones, Naf; George Wilding, Rexburg; Keith Nelson, Aberdeen; Bonnie Lou Russell, Coeur d'Alene; John Smith, McCall. Etta Rhea Cabbage, Plummer, was graduated in June of 1954. Still another co-ed, Evelyn Dorris, Payette, has not returned to college because of financial reasons. It is hoped that she will resume her studies in the fall of 1955 as she is an exceptionally talented young woman.

In order to accomplish the task of sending well-prepared students to Gallaudet, a well-balanced curriculum is offered these pupils during their last three years of secondary education here. It is felt that our rewards have been fruitful as a result of the intelligent use of sound methods pertaining to the education of the deaf.

THOMAS O. BERG, Instructor.

Department for the Deaf—Beginners

Teaching young children is always a serious responsibility, as well as a great joy. When one teaches the Deaf, many teaching problems are magnified, but so are joys and satisfactions.

Introducing our complicated modern language to children who never hear it spoken can be a challenge of great proportions. A solid language foundation must be laid in order that the child may learn to express and interpret thought properly (yet it must be kept extremely clear and simple or confusion will invariably result). Even thinking, itself, must be deliberately cultivated, for the deaf child's thinking has not been subject to the stimulus that comes with constant hearing and talking. Patterns of proper behavior must be instilled early in the school life. Speech must be made desirable and advantageous to the young deaf child and the speech elements taught patiently and thoroughly, one by one, and later combined into simple words which are understood by the child who says them.

With very few exceptions the deaf child needs to know everything a normal child knows and must also be taught academically many

things which a normal child picks up informally before coming to school, e.g. language and speech. The deaf child needs some arts (speech reading, for example) for which a normal child has no need or use. With so much to consider, it is imperative that the most useful and important things be selected and presented to the deaf child in such a way that he can accept them and make them part of himself as quickly as possible.

JANE SCHOENFELD, Instructor.

Department for the Deaf—Lower School

Deaf children have taught me how to live. I no longer take for granted the broad vocabulary I've naturally acquired through hearing all sounds in my environment and often beyond. Every word and its various usages, every shade of thought in English, even an inflection, have become precious to me.

Receiving thoughts clearly and expressing my own fully are causes for daily thanksgiving to me. If I lived a million years, I couldn't transfer these gifts to even one deaf child.

I can only hope that my gratitude will stimulate me to greater efforts in understanding his particular handicaps.

MARJORIE MILLER, Instructor.

Deaf Boys' Physical Education

Despite the obviously low enrollment in the Advanced Department for the Deaf at the Idaho State School for the Deaf and Blind, the advanced deaf boys have done exceptionally well in our competitive sports program.

To illustrate our point, one of our better athletes, John Smith, made track history in 1952, winning a double in the District Four Track Meet by shattering the 440-yard dash record with a clocking of 51.1 seconds. His winning time in the 220-yard dash was 23.3 seconds.

With an eye to the future, it was decided to prepare Smith for the International Games for the Deaf (similar to the Olympic Games) held at Brussels, Belgium, August 14-18, 1953. For pre-game competition, Smith was permitted to compete in an 880-yard race in which Melvin Whitfield, world's champion 880-yard runner, was entered. As was expected, Whitfield ran away from the field with Smith winding up in fifth place.

A fund-raising drive, initiated in June, 1953, to send Smith to Belgium was very successful. A total of eight Americans was flown to Brussels where they made a total of 31 points in Track and Basketball. Smith was the only American to win a first in the Track event program. He won both the final 200 and 400 meter dashes with a rest of only ten minutes between events. The night preceding the track finals, he had helped pace the American basketball entry to third place on a concrete court.

For his remarkable achievements, Smith was named "Athlete of the Year of 1953" among schools for the Deaf in America.

Our school also has another promising trackman, Jerry Wilding, whose specialties are the high and low hurdles. Wilding should have little trouble winning his favorite events in the 1955 State Track Meet at Boise.

It is easily seen that individual achievements are possible in a small school like ours. Team competitive sports, such as basketball, football, and baseball are, by far, too demanding on an undermanned group of boys, due to the lack of sufficient substitutes. We do, however, have basketball included in our athletic program. Our very first aim toward attaining a satisfactory program is to instill in our boys the value of fair play. A team, whether it is a winning or a losing one, can only gain the respect of its opponents by practicing the real intentions of any particular competitive sport.

THOMAS O. BERG, Athletic Director.

Girls' Physical Education

Physical Education for the girls at the Idaho State School takes an important part in our every day schedule. As the new girls' Physical Education instructor, I find working and playing with these handicapped youngsters both interesting and self-satisfying. One needs a personal challenge now and then—this is my challenge!

All children need a well rounded program in Physical Education so as to contribute to their proper growth and development. They need healthful activities which will give them opportunities to develop control of body movements and all-round co-ordination which will be vital in their future. Fundamental and advanced skills and techniques are important to the child so that he might feel more at ease to participate in sports or social activities with other normal life-loving children and adults.

This year's program is not confined to calisthenics or simple play games; however, these are included for warm-up activities and as exercises for developing good posture. Also, included are tap and social dancing, baton twirling, marching, roller skating and singing games so as to develop a good sense of rhythm and balance; relays and games of low organization; tumbling and stunts. Games of higher organization include soccer, softball, volley ball, badminton, ping-pong, basketball and archery.

Each spring, with the aid of other departments of the school, a May Day Festival is presented for friends and parents of the pupils. Costumes have been made by the teacher and Home Economics Department. Last year a very colorful program was presented which included exhibitions of dancing and roller skating. At the present time plans are being made for this year's performance. Besides the revue, perhaps some of the children will perform with dancing, baton twirling and acrobatics at the half-times of various basketball games, tournaments, and other local and nearby occasions.

With the beautiful new gymnasium as our workshop for inside activities, we must keep moving. To do this we must have adequate equipment for best results. Batons have been purchased and other equipment is being replaced or added. To build up the Physical Education Department of both boys and girls for present and future use, we are dreaming that someday we might vision amongst the other recent additions, tennis courts, self-testing gymnastic equipment, trampoline, and a swimming pool. All of these projects should be considered in our future plan. These additions would meet the interests and needs of the youth not only in Physical Education classes, but also for outside recreational activities.

These are my objectives for a successful year in the Physical Education Department:

1. To develop good health attitudes.
2. To correct remediable defects.
3. To develop favorable attitudes toward play and activity.
4. To develop the body as a whole mentally, physically, emotionally, spiritually, and morally.
5. To promote good citizenship through good sportsmanship in team and individual activities.
6. To teach as many skills as possible.
7. To be a good enthusiastic example.
8. To work for self-control, correct posture, grace and rhythm by means of correcting exercises, dancing, and other controlled movements.
9. To develop creativeness and self-expression within the child.
10. To help each child develop within himself leadership, independence, respect, self-confidence, honesty, and a happy, pleasing personality.

So far this year the blind girls and boys and the deaf girls have been co-operative in every way. A great amount of enthusiasm has been shown.

PATSY SMITH, Instructor.

Music Department

Music is a part of the every day life of the pupil in the Department for the Blind. All have some form of music instruction. It would be a rather quiet place without it. Some have a natural ability, others less. Some times the one with less ability is the one that may work the most. The basis of learning is interest. To be interested in anything is to want to know more about it. It is the pupils' interest and effort that will bring results.

The Chorus consists of all the pupils. Unison and part singing is done on some songs. Folk, national, seasonal and special day songs that have a suitable text are sung. This helps to create an interest for singing. Music Appreciation is worked into this period, singing the daily songs in beautiful harmony and with correct expression. To know something of the construction of each song, the tempo, form, the composer and the historical background is highly essential.

Class instruction is given for some of the Juniors. The time is divided into Rote songs and the fundamentals of the keyboard. The object is to prepare the younger ones for instrumental lessons. It also gives the opportunity of finding out if the pupil should continue lessons and if so, the type of lessons.

The pupils have the opportunity to select instrumental instruction of their own choice. Beginning lessons are given by rote or dictation. Scales, arpeggios and chords, Major and Minor, are taught. Most students start their instrumental instruction with individual piano lessons. The piano-accordion has been popular the last two years. The violin, guitar and clarinet are the other instruments which are used.

It takes several years of ordinary Braille study before it is advisable to learn Braille music. Unless a pupil has a great deal of natural talent, Braille music reading is not attempted. The more general knowledge the pupil can get of the time, signs, flats, sharps, naturals, rests, octave signs, hand signs, repeats, measures, bars, etc., the more readily he can read Braille music. A pupil who can, in time, learn Braille music will find it a distinct advantage when he writes out his own copies because the selection of Braille music is limited.

The pupils must be ready at all times to be able to offer something of interest for any program they are called upon to give. This last year they were called upon two and three times every month. Sunday Vesper programs are given for the public to attend.

Outside appearances have been for the Rotary, Kiwanis, Lions, and Sorosis Clubs; churches; the Grange; Lodges and Civic Clubs in the surrounding towns. Last December we furnished entertainment of songs and instrumental for the South Central Idaho Workshop, held in the new High School Building in Twin Falls. Our last two years have been successful. In an Institution, music creates warmth, life, happiness and spiritual uplift.

MAE SNIVELY, Instructor.

Department of Art

It is of prime importance in teaching Art to the handicapped child that he enjoy his work. As he becomes older and into adulthood, he can turn this ability into a livelihood, a hobby or just relaxation.

The blind are taught to use their hands for loom work, rug braiding, modeling, wood carving, etc. The partially blind can go on to water coloring, finger painting, oil, and knitting and crocheting for the girls.

Each child should be studied and talked with to see what he prefers or given helpful suggestions, and then furnished with the material and only helped by the instructor when necessary. By too much help you project your preference over his, leaving him discouraged and uninterested.

The deaf children can do any and all of what Art and Art Education has to offer. They must be self-reliant, and they can achieve one

phase of this by picking their own subject, color and designs—again with as little help as possible from the instructor. Some will use copy work for oil painting, pastel, etc. which is permissible and even advisable until they get the feel of color; but soon they will want to express their own ideas. Some will venture on into untold fields, using their ideas for their homes and possibly for their livelihoods.

It is our sincere aim to give the handicapped child, as any other child, the opportunity to express his inner self and at the same time develop any talent abilities that will furnish him enjoyment throughout his life.

LOUISE SKIDMORE, Instructor.

Homemaking Department

The year of 1953-54 was one of experience for this instructor—it being her first in a school for deaf and blind children. Nothing outstanding took place during the first semester, but it was a wonderful “getting acquainted” period for students and teacher, and the instructor had a chance to study the department and make plans for its betterment.

The second semester began with the inauguration of several new ideas. Some of these were the unit plan of teaching, the use of new textbooks and references, and the encouragement of garment making for themselves and other family members. Food preparation was not offered to much extent because of the time schedule; but character and health education, clothing construction and other phases of homemaking education were stressed.

The school year closed with a delightful exhibit of wool, nylon and cotton suits, formals, skirts, blouses, jackets, slacks, pajamas, slippers, children's clothing, and an array of felt animals produced by both blind and deaf students.

At the close of the term, the instructor submitted a three-year plan for the purchase of new equipment, repairs and supplies, and a plan for a more constructive teaching of classes for both departments.

The beginning of the 1954-55 school year found some physical changes in the Homemaking Department. The kitchen had been rearranged to give more working space, and new dotted Swiss curtains now have been hung at the windows. A hallway has been enclosed so as to give extra storage space from the living room. A new display cabinet, cleaning closet and drawer-storage unit has been built in the sewing laboratory. The large bulletin board, moved to a prominent wall, carries an interesting and unique display every other week with each month and holiday portrayed.

The pride of all the students is the Kiddie Korner, which they showed to the public at Open House in October. The room, used by the small students, is decorated with the circus motive. Striped chintz drapes are hung at the large windows in circus tent fashion, and clown and animal decals are used for wall decorations. One corner is curtained off as a “side show” fitting and dressing room. This room has dolls with bassinets and layette made by the girls, games, and many types

of art work relating to homemaking to attract the small students. The little girls are making marked progress this year and are so happy in their own room.

Food preparation units in both departments were being taught first in the fall, on a meal planning basis. The older blind girls will begin with a breakfast unit; the intermediate deaf will study breakfast and lunch units with social etiquette; and the advanced deaf will finish lunch and dinner units and some type of social unit. There will be a short unit for each department on gift making before the opening of the clothing construction and related art unit the second semester.

The interest of the girls in Home Economics, as well as confidence in themselves to take up the projects of homemaking, has increased greatly. They are growing proud of their homemaking department and their own achievements. The instructor is quite happy over the improved accomplishments of all the classes, especially those of the totally blind students. So much can be accomplished by planning for purchase of equipment, making repairs or remodeling over a period of years, and the same carries through to the planning of the course of study for the girls.

NETTIE ADELYN LANDAU, Instructor.

Mechanic Arts Department

The object of wood shop is to help the student achieve more confidence in himself, responsibility and team work. This objective is gained by the student working with tools, wood, plans and finishing processes, and also by helping one another.

When a new student comes to the shop, one of the older students who has had at least one year's experience demonstrates the use of the tri square and the hand saw. He also shows the new boy the different kinds of saws and their uses. After the demonstration, the boy then practices sawing until he is able to saw a square cut.

The next step is for the boy to find a simple object in the pattern file to make. He has to reproduce this pattern by either tracing or scaling it. Then he determines the necessary wood to be used and is shown how to use the tools required to make the object. This procedure of student or instructor demonstration is repeated from the pattern to the finished product. By this method the student gets acquainted with the shop and the use of tools while he is making something of his own choice.

From time to time during the year, the older students demonstrate to the younger students how to make each of the different types of wood joints. This method helps give confidence to the older student and challenges him to improve his own skill. He will also be less likely to forget the mechanics of wood work when he leaves school. As the student proceeds, he will use more advanced patterns and different kinds of wood. He may even design his own cabinets and furniture.

The desired results of this shop are four fold. One is a basic knowledge of tools which will enable the student in the years to come after

he leaves school to make simple home and farm repairs. Two, to give the more interested students a hobby which may be enjoyed the rest of their lives. Three, to provide a basic understanding for the most interested students to aspire for more training and a vocation in wood work. Fourth, and most important, is to help the child gain more self-confidence, self-reliance, advance his processes of thinking, teamwork and to become a responsible citizen.

RICHARD MEYER, Instructor.

Shoe Repairing and Leathercraft

The Leathercraft and Shoe Repairing classes are held in the Vocational Arts Building. The students repair shoes for the teachers, staff, and pupils—both deaf and blind. Some times they repair shoes for people in town. The boys learn to put on new whole or half soles and leather or rubber heels; mend the rips and patch the worn leather. They also stretch shoes in all different parts, dye and refinish smooth and suede leather, and clean white shoes. In addition to the dye work, they can refinish leather jackets, luggage, etc.

In the Leathercraft classes the boys are learning to make leather belts, hand-tooled purses, billfolds and many other articles. These are for the boys, themselves, or gifts for their parents, relatives and friends; and many articles are sold to employees and friends of the school. Our boys have a lot of ability in carving and hand tooling beautiful flowered designs, copied from patterns.

In addition to repairing shoes and Leathercraft classes, we have a new project this year. Our boys are now making western cowboy boots. They find this very interesting work and are doing well at it. We have a wonderful new machine with a flat table for stitching with different colors for the beautiful designs on the boot tops. We also have many different sizes of new wooden cowboy boot lasts and other necessary equipment. These boots are all done in individual measurements. This enables our boys to turn out boots that are a perfect fit.

Some of the boots are done in two-tone inlays with many rows of stitching with multi-colored thread. Hand-made boots require a lot of skill and hard work. This is wonderful training for our boys and I am happy to be able to teach them this work.

HARUO MORITA, Instructor.

Printing Department

The Printing Department of the Idaho School for the Deaf and Blind is so complete that it offers the boys a promising vocation. This trade helps students use both hands mechanically and operatively by doing step by step in the shop the following operations.

1. Composing
2. Cutting
3. Binding
4. Pressing
5. Linotyping

A course in Printing correlates with, and motivates all academic work. It is of equal value to boys and girls. The Graphic Arts help instill in the minds of the deaf such attributes as good judgment, arithmetic, originality, applied English, appreciation and a sense of value, leadership, history, and last, but by all means not least, purposeful and creative achievement.

Appropriations given to this department during the last biennium provided for a new Intertype machine and a Little Giant press.

Since the Printing Department is so fully equipped, the student printers should feel, indeed, grateful to the State of Idaho and to the State Board of Education for providing them with a recognized vocation in order to face the strong competition that awaits them.

MARWOOD B. BURR, Instructor.

Housemother Report

This is the fourth year the girls have lived in the new dormitory which was completed in 1951. This building, of brick construction, is modern in every detail and consists of two dormitories, one for the small deaf girls and the other for the older deaf and blind girls. There are 14 bedrooms with three beds, hot water, and a large mirror in each room. The matching drapes and spreads with harmonizing rubber tile floor coverings create a delightful and home-like atmosphere. In the spacious living room, a fireplace of tapestry-faced brick, is enjoyed on winter evenings and gives a festive glow to parties. The well equipped and handy kitchen is used for party refreshments and Sunday night snacks. The launderette is a busy place as the girls do most of their personal laundry.

This year seventeen small girls and twenty-four older girls are living in the dormitory. Every comfort has been carefully planned for these children and they are, indeed, a happy and industrious group.

The girls are trained to care for their own rooms and to assume dormitory responsibilities. Once a month a party is given honoring all girls having birthdays in that month. All plans for these occasions are made and executed by a committee appointed for each party. The high light of the year is a Christmas party given for the older boys. Again, the girls plan decorations, games, and refreshments. A Christmas tree and gift exchange add much to the gaiety of the evening.

We try desperately to teach these children self-reliance, co-operation, and courtesy in order that they may be fitted to take their places in society after leaving our school.

Sunday worship is offered at the school on Sunday mornings. Transportation is provided for any child expressing a desire to attend his own church in town. Sunday evenings a non-sectarian Christian Endeavor hour is conducted in the school chapel for all the older boys and girls.

KATHERINE PORTER, Supervisor.

Report of the Matron

We have been fortunate through the past two years to be able to purchase some new equipment for our main kitchen. Most important, perhaps, because it was most needed, was a new electric range with double ovens. The old one had given many years of service and the new one is a great improvement. A new rotary type toaster is another important item which has been added within the past two years.

The Children's Dining Rooms have had a new face lifting. New asphalt tile has been laid throughout the dining rooms and the adjoining halls. New chrome tables have replaced the old ones of wood.

Summer work included a complete interior decorating job in the Vocational Arts building. Interesting color schemes have been worked out and the change has been both interesting and pleasing.

We are fortunate with the beginning of this new biennium to have an unusually fine household staff. Several new housemothers have come to us and are proving themselves not only efficient but pleasant and co-operative. They are finding their own happiness in offering happiness to others.

Our children are happy and content because they are well cared for and dearly loved by those who care for them. It is not an unusual experience to have the parents remark about how eagerly the children pack their bags to return to school. Visitors sometimes say that they are glad to have visited our school because after a visit, there is no longer any need for feeling sorry for our children, though handicapped. Dr. Driggs holds up to us the ideal of making this the "Happy School" and truly we feel we are accomplishing just that.

It has been my happy privilege to go with the basketball boys and a few of the girls to the Utah school. Our boys played the Utah team, but the basketball game was not the most important part of that visit. It was a real thrill to visit another state school for deaf and blind and compare it with ours. It was no less a thrill to see new friendships formed and good times enjoyed by students from the two schools. Later the Utah school paid us a return visit and we enjoyed that just as much.

Our chapel has been re-decorated in soft, beautiful colors which inspire a worshipful attitude during our church services, held regularly. A new floor covering was purchased last year and now new drapes have been ordered.

Idaho is to be complimented on the way her unfortunate ones are being cared for in the different institutions. We count it a blessing to be permitted to "give ourselves away" to those who need us.

NONA L. STAGNER, Matron.

Enrollment

1952-1953		
Deaf Girls	33	
Deaf Boys	34	
Total		67
Blind Girls	14	
Blind Boys	22	
Total		36
		103
1953-1954		
Deaf Girls	37	
Deaf Boys	35	
Total		72
Blind Girls	15	
Blind Boys	18	
Total		33
		105

Attendance by Counties—1952-1954

Ada	17	Idaho	2
Bannock	5	Jefferson	1
Bingham	9	Jerome	6
Bonner	3	Kootenai	5
Bonneville	4	Latah	3
Canyon	5	Madison	1
Cassia	2	Minidoka	3
Clearwater	6	Nez Perce	2
Custer	1	Owyhee	2
Franklin	1	Payette	3
Fremont	2	Shoshone	10
Gem	1	Twin Falls	7
Gooding	19	Out of State	7

Causes of Blindness

Unknown	11
Optic Atrophy	1
Glaucoma	3
Cerebral Palsy	1
Mastoid Operation	1

Congenital Cataracts	3
Cataract	4
Coreo-Retinitis, bilateral	1
Congenital	2
Nerves	1
Optic Nerve-Drawing	1
Crystalline Lens	1
Retina Hemorrhage	1
Progressive Myopia	1
Premature Birth	1
Undeveloped Retina	3
Skull Fracture	1
Polio	1
Birth Injury	1
Irregular Astigmatism	1
Retinoblastoma	1

Causes of Deafness

Unknown	42
Congenital	2
Birth Injury	5
Complication from Ruptured Appendix	1
Measles	4
Meningitis	9
Whooping Cough	1
Measles during Pregnancy	1
Head Injury	2
Adenoid Growth	1
Virus Infection	1
Streptococcus Infection of Throat	1
Result of Tonsillectomy	1
Otitis Media	1
Inflammation of Ears	1
Scarlet Fever	1
Premature Birth	1
Paralysis	1
Chicken Pox	1
Congenital Syphilis	1

Financial Report

	Expenditures July 1, 1953 June 30, 1954	Estimated Expenditures July 1, 1954 June 30, 1955	Appropriated & Available 1953-1955
Salaries and Wages	\$147,691.39	\$152,308.61	\$300,000.00
Other Expense—Travel	1,174.51	3,225.49	4,400.00
Other Current Expense	70,344.21	142,510.79	212,855.00
Capital Outlay	18,273.57	41,976.43	60,250.00
	<hr/> \$237,483.68	<hr/> \$340,021.32	<hr/> \$577,505.00

Source of Funds:

General Fund	\$232,750.68	\$332,693.32	\$565,444.00
Local Income	3,379.00	3,379.00	6,758.00
Endowment Fund No. 77	1,354.00	3,949.00	5,303.00
	<u>\$237,483.68</u>	<u>\$340,021.32</u>	<u>\$577,505.00</u>

Conclusion

In conclusion I wish to assure all state officials who have provided so liberally for the needs of these deserving children, that their faith and trust in us has proven to be undaunted.

To the State Board of Education, I owe a debt of gratitude for their watchful concern over us. Their wealth of wisdom and understanding has been a source of comfort always. They have given freely of their valuable time in their desire to keep this Institution second to none when our requests for improvements, construction, and instructional tools were under consideration. They, too, have taken occasion to visit our classrooms and departments—gotten thrills and inspiration from the play of child talent into recognized achievement.

To the Governor, the Board of Examiners, and to the Honorable Tom Bell, deceased, I pay special tribute. We have enjoyed our official associations. We have known, too, that we have had to defend every request that we have brought before the Board of Examiners who have the State's welfare and finances to safeguard. We have tried to be conservative as well as forward looking in our concern for the future success of these handicapped children that we desire to make accomplished, respectable citizens.

Respectfully submitted,

DR. BURTON W. DRIGGS,
Superintendent.

